DOCUMENT RESUME

ED 174 836 CE 022 468

TITLE	Supportive Services for Special Needs Students in Mainstreamed Vocational Education Programs: Guidelines for Implementation.
INSTITUTION	National Evaluation Systems, Inc., Amherst, Mass.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	Apr 79
NOTE	73p.; For a related document see CE 022 467
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Ancillary Services; Costs; *Disadvantaged Youth; Employment Opportunities; *Handicapped Students; Identification; Individualized Programs; Instructional Aids; Job Placement; *Mainstreaming; Prevocational Education; Resource Centers; *Special Services; Student Characteristics; Teacher Role; Vocational Counseling; *Vocational Education; Vocational Education Teachers; Vocational Followup
IDENTIFIERS	West Virginia

ABSTRACT

Designed for vocational instructors and local school administrative personnel, these guidelines suggest ways for improving the vocational education of mainstreamed special needs students by providing supportive services to best meet visually handicapped, orthepedically impaired, seriously emotionally disturbed, or learning disabled). The first of six sections discusses the identification of and prescription for students with special needs. Section 2 relates instructional supportive services and the role of the vocational instructor. The third section expands upon the relationship of guidance and counseling services and the role of the vocational instructor. Section 4 discusses the identification of job opportunities, job placement, and follow-up services and the role of the vocational instructor. The fifth section describes corrective and other supportive services designed specifically for those students with physical related problems and supportive services available outside the local school. The final section describes funding provisions for excess costs involved in providing supportive services for special needs students in regular vocational education programs. A sample listing of out-of-school support agencies providing support to persons with disabilities is given. (LRA)

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SUPPORTIVE SERVICES FOR SPECIAL NEEDS STUDENTS IN MAINSTREAMED VOCATIONAL EDUCATION PROGRAMS:

GUIDELINES FOR IMPLEMENTATION

Produced for:

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Building #6, Capitol Complex
Charleston, West Virginia 25305

Produced by:

National Evaluation Systems, Inc.
30 Gatehouse Road
Amherst, Massachusetts 01002

April, 1979

CE 022 468

BVTAE-76-WV-78-R-3

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This document was made possible through the contributions of a number of individuals: Ms. Risa Selig and Mr. Richard Foley, the principal authors; Dr. Kenneth Ertel, Ms. Elizabeth Kendall, Mr. Gregory Little, Dr. Peter Schriber, Ms. Katherine Winkler, and Ms. Blair Woodman, technical specialists; special thanks to Ms. Jean Davis, Supervisor, Handicapped, Disadvantaged and Workstudy Programs, West Virginia Department of Education; to Dr. Roy Thomas, Director, Research Coordinating Unit, Marshall University; to the members of the advisory Task Force--Mr. Connie Bowles, Mr. Eugene Cipoletti, Mr. John Cook, Mr. George Darling, Ms. Paula Daskal, Mr. Dennis Davis, Mr. Ken Fisher, Ms. Marlene Grady, Mr. Ray Kessler, Mr. Lowell Knight, Mr. Bob Martin, Mr. Kyle McGraw, Mr. Richard Mohn, Mr. Bruce Moore, Ms. Patricia Petty, Ms. Mary Pratt, Mr. Steve Preston, Dr. Sharon Redick, Dr. James Rosebrook, Mr. Robert Sackrison, Dr. Keith Smith, and Ms. Ellenda Ward--for their continuous input, review and guidance; and to Ms. Gay Flannelly for her superb secretarial support.

SOME THOUGHTS ON MAINSTREAMING

A concern shared by many vocational educators is the effect of mainstreaming--placing handicapped and disadvantaged students, students with special needs, in the regular vocational classroom and laboratory. Will the effort and time required to teach special needs students detract from the teacher's commitment to the majority of the students? Will the presence of a handicapped student compromise the teacher's safety program and jeopardize the teacher in terms of accident liability? Will the "lower potential" of such new learners require revision of instructional objectives and result in a lower-quality program?

It is the hope of this document to answer these kinds of questions with suggested procedures for working with special needs students with the assistance of a variety of supportive services. One concept should be made clear: students with special needs are unique; they do not come as a group; and they are not "dumped" into vocational classrooms. Those students who are mainstreamed into regular vocational classrooms have been assessed as having the potential to succeed in those classrooms with special support--some directly from the vocational teacher and the rest from other sources. Students with more severe problems are taught either in separate, self-contained classrooms or in special residential facilities.

Mainstreaming, therefore, provides the opportunity for certain special needs students to participate in regular vocational programs with the opportunity to succeed despite their special needs.

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PREFACE

Handicapped and disadvantaged students, referred to as students with special needs, are required by law to be provided with a "free and appropriate public education" in the least restrictive environment. Many of these students are therefore being mainstreamed into regular education programs--being taught to the greatest extent possible in regular classrooms with nonspecial needs students--with the assistance of special or supportive services as needed.

These Guidelines have been developed to suggest ways for improving the vocational education of special needs students by providing supportive services to best meet their individual needs. Although the process of identifying students as having special needs and prescribing specific supportive services involves the combined efforts of a number of school personnel and specialists, these Guidelines are aimed primarily at two audiences.

First is the vocational instructor and that instructor's role in providing the described supportive services to special needs students. Specifically, the instructor should be able to identify (1) what supportive services can be provided to special needs students in vocational programs and what function they serve; (2) which of these services the instructor can take responsibility for providing, and in what capacity; and (3) if a student requires support that the vocational instructor is not qualified or otherwise able to provide, which individual or individuals can provide that service, and how the vocational instructor can arrange for the student to get that service.

These Guidelines may also be utilized by local school administrative personnel as a means of identifying supportive services that can and should be made available to special needs students; which personnel can be designated to provide those services; what facilities, materials, and equipment may be necessary to provide supportive services; and what services may qualify as excess costs within that school and be eligible for special funding. (Specific information on excess costs and procedures for applying for funds are described at the end of this document.)

WHAT EXACTLY ARE SUPPORTIVE SERVICES?

Supportive services is the term used in vocational education to refer to any services required by a special needs student to enable that student to function successfully in a regular education classroom. Only those students formally

identified as handicapped or disadvantaged according to federal/state guidelines (described in more detail in Section I) are eligible to receive supportive services, and then only until the student becomes able to succeed in a particular class without the additional support.

Public Law 94-142, the Education for All Handicapped Children Act, lists the basic types of "related" services which can and must be provided, if needed, to handicapped students in particular (see Section V of these Guidelines). Specifically, these are "transportation and other developmental, corrective and supportive services required to assist handicapped students to benefit from special education." "Special education" includes vocational education if it consists of instruction specially designed, at no cost to the student's parents, to meet the unique needs of a handicapped child. Public Law 94-482 provides funds for providing supportive services--specifically, guidance and counseling, job placement and follow-up--to handicapped and disadvantaged students in vocational programs.

Those services specifically provided for under vocational education are the focus of these Guidelines. These are instructional supportive services, including in-class, out-of-class, and out-of-school support; guidance and counseling services; and job identification, job placement, and student follow-up services. Although these services are essentially available for all students, including those without special needs, these Guidelines will focus on those aspects that are additional or unique for special needs students.

HOW WERE THESE GUIDELINES DEVELOPED?

A literature search was conducted to identify methods of providing supportive services to special needs students in mainstreamed vocational programs across the country. This search included the review of recent abstracts and descriptions of the components of exemplary mainstreamed vocational programs, followed by direct contact for additional information. Recent related literature was also reviewed.

A specific search was conducted in West Virginia to identify what is currently being done in the state's mainstreamed vocational programs, as well as to identify needs for specific services in the state. Staff from a selected group of programs were interviewed to obtain this information.

A 22-member Task Force representing all facets of vocational education in the state was selected to sort this information and establish the contents of this

document. The services described within these Guidelines are a selected sample of the many types of services possible, but are considered basic and essential in any mainstreamed vocational program.

IS THIS A POLICY MANUAL?

These Guidelines are not meant to dictate what should or should not be done, but are only to provide some recommended guidelines for implementation. This document is designed to provide a foundation for consistency in the provision of supportive services in West Virginia mainstreamed vocational programs. Specific policy and procedures for local education agencies and administrative staff are available from the local school vocational director or the county vocational staff.

WHAT COMPETENCIES WILL THE VOCATIONAL INSTRUCTOR NEED?

The vocational instructor will not need extensive training to teach special needs students in the regular classroom. However, there will be opportunity for specialized training through pre-service training and periodic in-service training, as well as through courses offered in local colleges and universities.

SECTION I

Identification of and Prescription for Students with Special Needs

A student cannot be provided supportive services without first being identified as having special needs. More specifically, if a student is not succeeding or cannot succeed in a regular education program without supportive services due to a handicap or disadvantage, only then is the student identified as having special needs and, as a result, becomes eligible for receiving such services. If a student is succeeding in a regular program despite a handicap or disadvantage, the student is not considered to have special needs and cannot receive supportive services.

HOW IS A STUDENT IDENTIFIED AS HAVING SPECIAL NEEDS?

The procedure for identifying and assessing a student suspected of having special needs in a vocational program begins with a referral for screening and then possibly an assessment of skills. A student can be referred for screening by academic teachers, guidance counselors, parents, outside agencies, and the vocational instructor, among others. The results of the assessment provide information for the placement of students in a course as well as provision of necessary supportive services.

Most special needs students entering a vocational program will have previously been identified and many will have been receiving supportive services. Usually students with a handicap enter a vocational program with the Total Service Plan portion of an individualized educational plan (IEP) completed, which identifies the student as having special needs and also recommends placement in a vocational program. In such instances, when the student is ready to enter secondary vocational education, an assessment is conducted to determine if the student still has special needs in the secondary vocational program according to defintion and, therefore, is still eligible to receive supportive services in that program. Disadvantaged students with special needs may or may not have been identified prior to entry and, therefore, may not have an entry individualized prescription specifying their special needs. Thus, some students become suspected of having special needs only after they are enrolled in a regular vocational class and are not succeeding. The vocational instructor, working regularly with these students, is in a particularly good position to observe learning and behavioral characteristics which indicate that these students may have special needs in that classroom which were not previously identified. The following pages will provide some definitions of and guidelines for identifying students who may have special needs.

IDENTIFYING THE HANDICAPPED

Categories and Definitions

Below is a listing of categories and some brief definitions of the handicapped as defined in the state's Grant Guidelines for: Disadvantaged, Handicapped, Support Services for Women, Displaced Homemakers and Overcoming Sex Bias.[1] Each category is followed by some identifiable behavioral characteristics commonly exhibited by students with such impairments.[2,3] Such information is important in helping the vocational instructor identify students with special needs previously undetected. For more specific information, refer to the three footnoted documents.

1. MENTALLY RETARDED: The level of mental development is impaired to the extent that the individual is unable to benefit from the regular vocational education program and requires special services. Typical characteristics that a mentally retarded individual may exhibit include:[2]

   - immature or impulsive behavior.
   - behavior inconsistent with chronological age.
   - short attention span--does not complete tasks.
   - easily distracted--constantly looks around the room.
   - poor motor ability--trips over things, walks awkwardly.
   - short memory retention.
   - poor language development--uses short, unfinished sentences.

2. HARD OF HEARING: The individual suffers from defective hearing to the extent that one or more special services are required.

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[1] State Department of Education, Bureau of VTAE, Charleston, W.V., 1977.

[2] Vocational Education for Students with Special Needs--A Teacher's Handbook, Myra Altfest, ed. Department of Vocational Education, Colorado State University, Fort Collins, Col., June 1975, pp. 7-14.

[3] Guidance Counseling and Support Services for High School Students with Physical Disabilities. Technical Education Research Center, Cambridge, Mass., 1977, revised 1978.

3. DEAF: The individual's sense of hearing is non-functional for classroom purposes, and the pupil is unable to hear connected language with or without amplification. One or more special services are required. Observable characteristics which an individual with an auditory disability may commonly exhibit include:[2]

- giving inappropriate or wrong answers to simple questions.
- understanding better at a one-to-one level than at usual classroom distances.
- inability to follow oral directions (frequently asking for instructions to be repeated).
- talking too loudly or too softly.
- easily distracted by noise; may respond to every noise.
- inability to distinguish between background noise and teaching sounds.
- hyperactivity--greater motor activity than other students.
- inability to localize the direction of a sound (may look around room randomly for the source of a sound).
- inability to distinguish between similar-sounding words (e.g., map-nap, pin-pen).
- appearance of being very attentive when verbal instructions are given--strains to "see" what is being said.
- inability to remember what has been discussed in class.
- constantly inattentive, especially when auditory activities are taking place.
- asking to have words or questions repeated often.
- asking "What?" frequently.
- inability to hear in a group.
- frowning or straining forward when addressed.
- holding head in a peculiar position when spoken to or turning one ear to speaker.
- deformity or swelling in or about the ears, discharge from ears, or often having earaches or colds.
- becoming very tense during periods requiring listening.

4. SPEECH IMPAIRED: The individual experiences pronounced organic or functional speech disorders which cause moderate to severe interference in oral communication. Common characteristics of speech-impaired individuals are:[2]

- speech so different from others that it is unintelligible and interferes with communication.
- unusually slow or rapid speech.
- speech characterized by substitutions, omissions, additions, or distortions of speech sounds.
- stuttering--repetition of initial sounds, syllables, or entire words.

5. VISUALLY HANDICAPPED: This includes individuals with impaired vision as well as the blind. Some common characteristics of individuals who are visually handicapped include:[2]

- sensitivity to bright lights.
- inattentiveness to visual objects or tasks such as looking at pictures.
- awkwardness in activities requiring hand-eye coordination (e.g., hammering a nail, welding).
- looking up often when copying from a distance.
- avoidance of close desk work.
- holding book too close; bending over paper when writing.
- inability to follow written directions but ability to follow verbal instructions.
- limited attention span for visual tasks.
- frequently forgetting things seen.
- inability to evaluate visual phenomena.
- easily distracted by surrounding activities.
- contorting face; blinking and squinting excessively.
- tilting head, thrusting head forward.
- rubbing eyes frequently.
- complaining of headaches, dizziness, fatigue.
- moving eyes excessively and inappropriately.
- difficulty in following a moving object smoothly with eyes.
- repeating or omitting words when reading; confusing words that look alike.
- clumsiness--banging into things.
- confusing foreground and background.

6. ORTHOPEDICALLY IMPAIRED: The individual has moderately to severely impaired physical capabilities in the normal educational environment. General characteristics may include:[2]

- absence of a limb.
- presence of a limp.
- slow movement because of painful infections in joints.
- lack of motor control.
- difficulty in drawing and writing.
- dislike of physical education classes.
- unusual pencil grasp.
- slowness in finishing written work.
- very heavy, very small, or very large writing.
- illegible handwriting or tremor.
- difficulty in organizing work on paper (cramps work into one corner, draws along one edge, doesn't establish any pattern).
- poor physical fitness.
- need of support when standing (leans against the blackboard, desk, chair).
- tripping or bumping into things.
- no definite hand preference.

7. SERIOUSLY EMOTIONALLY DISTURBED: The individual's behavior is inappropriate to the point that it distracts and/or disrupts normal classroom activity. Professional certification must substantiate the handicap. Individuals who are seriously emotionally impaired may exhibit the following characteristics:[2]

- unusually intense (anxious, frowning).
- easily frustrated.
- overly sensitive to criticism; negative self-image.
- shaky and nervous; explosive.
- demanding of attention.
- overly self-critical.
- imagining peer and/or teacher persecution.
- repeated disruption of classroom.
- non-participation in activities.
- inappropriate or immature behavior under normal conditions.
- inability to evaluate personal behavior in terms of the consequences it has for others or self.
- extreme and frequent unhappiness and depression.

8. LEARNING DISABLED: The individual has a moderate to severe disorder in one or more of the basic neurological processes involved in understanding or using spoken or written language. Professional certification must substantiate the handicap.

Observable characteristics relate to disorders in listening, thinking, talking, reading, writing, spelling, or simple computing. Learning disabled conditions have been referenced as the following: perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.[2] The category does not include learning problems related to gross impairment of basic sensory organs (e.g., visual, hearing, or motor handicaps).

9. OTHER HEALTH IMPAIRED: The individual suffers from some physiological or psychological condition not included in the above categories. The multiple handicapped are included in this category. The individual receives one or more special services even though able to continue in the regular school program.

Characteristics are often the result of chronic health problems such as heart disease, rheumatic fever, hemophilia, epilepsy, tuberculosis, nephritis, infectious mononucleosis, asthma, leukemia, and diabetes.[2] General characteristics include frequent absence and the appearance of poor health.

IDENTIFYING THE DISADVANTAGED

Categories and Definitions[1]

The basic criterion for identification of a disadvantaged person to participate in a vocational education program is the individual student's inability to succeed in a vocational program without special assistance or services. The determination of "inability to succeed in vocational education programs" is not a simple matter and may well vary by instructional program. The identification of the disadvantaged must be substantiated to the point that individuals so identified would not or could not succeed in a vocational education program without assistance. Knowledge of the "reasons" or causes for the situation are relevant only to assisting in overcoming the effect of disadvantagement. Remedial actions or programs must be designed to treat the effects of being disadvantaged and not the cause.

The following set of categories and definitions of the disadvantaged is designed to include all persons who cannot or are not succeeding in a regular vocational education program. For this reason, one or more special services may be provided to the student to maximize the likelihood that the student will successfully complete a vocational education program. All categories are designed to allow identification by a placement committee or other appropriate persons.

1. ACADEMICALLY DISADVANTAGED: These persons are not succeeding or cannot succeed in vocational education programs because they lack reading and writing skills, lack mathematical skills, or perform below grade level.

   a. Reading and Writing Deficiency--Persons who are experiencing sufficient difficulty with reading and writing to significantly reduce their capacity to learn. Persons in this category may have one or more of the following characteristics: poor reading ability and limited formal vocabulary, inability to read well enough to compete effectively with their peers, serious reading difficulties (possible illiteracy), and comprehensive inabilities.

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[1] Grant Guidelines for: Disadvantaged, Handicapped, Support Services for Women, Displaced Homemakers and Overcoming Sex Bias. State Department of Education, Bureau of VTAE, Charleston, W.V., 1977.

(1) English is secondary language--Persons whose reading deficiency can be treated by English as a foreign language.

(2) English is primary language--Persons whose reading deficiency can be treated best by programs designed to increase reading proficiency.

b. Computational Deficiency--Persons whose educational background in mathematics is not adequate to perform at the level required by the vocational education program. Persons in this category may have one or more of the following characteristics: serious computational difficulties, and insufficient computational skill to compete effectively with their peers.

c. Performance Below Grade Level--This person may have two or more educational deficiencies, none of which is principally responsible for the inability to succeed. Persons in this category may have one or more of the following characteristics: low achievement scores, poor attendance record, school dropout, and potential school dropout.

2. ECONOMIC DISADVANTAGE--MEANS:

a. Family income is at or below national poverty level (counselors/ vocational directors in the school should have this information available);

b. Participant or parent(s) or guardian of the participant is unemployed;

c. Participation or parent of participant is recipient of public assistance; or

d. Participant is institutionalized or under State guardianship.

INITIATING A REFERRAL

If the vocational instructor suspects a student of potentially having special needs, the instructor can initiate a referral by filling out the referral form used in the instructor's particular program. This form identifies specific observations and documents reasons for referral, and should be forwarded to the program director, guidance counselor, or other individual designated to receive such forms. It is helpful to talk to the student, the parents, and other instructors and staff working with the student to better document the problem relating to the potential identification of special needs.

SCREENING

Screening is the process which determines what specific problems are making the student unable to succeed and whether the student needs additional assessment. The process is a set of particularly prescribed procedures established by the state or the county. The student's referral information and information from the student's past records and test scores are reviewed by a screening committee. The vocational instructor who asked for the referral may be contacted for further information and explanation about the student's perceived problem, in addition to other school staff and personnel who have worked with the student. The student's family and social history is reviewed. If it is determined that additional information is necessary, the student is recommended for further assessment/evaluation. If the student is handicapped, the completion of the Total Service Plan portion of the IEP is necessary (unless completed prior to entry into the vocational program).

VOCATIONAL ASSESSMENT

Vocational assessment determines the referred student's specific strengths and weaknesses in terms of vocational potential. This information helps not only school personnel but the student as well, by showing the student what abilities the student has and what might be appropriate vocational areas. Vocational assessment determines the student's readiness for vocational training. Pre-vocational exploration programs accomplish much of this.

Vocational assessment may be conducted within the school or, where appropriate, at outside facilities if specific equipment/materials/facilities are required, and

should be conducted by qualified personnel trained specifically in assessment/evaluation techniques. For example, counties can purchase vocational assessment services from community sheltered workshops. Diagnostic evaluations are conducted by qualified professionals including medical and health personnel, vocational rehabilitation counselors, psychologists, social workers, psychiatrists, and others. Such evaluations determine any physical limitations on the student's ability to succeed in particular vocational areas; review psychological data on the student's behavior, attitude, and interests; review past student records and specific information from past instructors for information on the student's learning style, current academic level, etc.; and analyze the social, personal, and work behaviors identified through these record reviews, personal interviews, and observations of work samples conducted by vocational evaluators.

Vocational assessments determine the student's vocational skills, aptitudes, and potential in a number of different vocational areas. Generally, they are conducted by qualified vocational evaluators. The vocational instructor's involvement remains mostly within the classroom, observing the student in actual classroom situations.

When assessing a special needs student, the following preparations are recommended:

Recommended Preparations for Vocational Assessment

- Check test instruments and materials to ensure that they are not racially or culturally stereotyped, or role or sex biased.
- Modify instruments and materials, whether commercially or locally developed, so that the student will be able to perform as well as possible despite a handicap or disadvantage, unless that is the specific function of the evaluation instrument. This includes administering an evaluation in a student's native language if appropriate. (Specific techniques for modifying materials, equipment, and facilities, applicable to vocational assessment instruments and facilities, are discussed in Section II.)
- Make physical alterations in testing facilities or equipment used for testing to accommodate a specific handicapping condition.
- Use criterion-referenced evaluation instruments so that the student's abilities are assessed in relation to the abilities required by the vocation to be pursued.

In conducting vocational assessments of a special needs student, the vocational instructor must observe and record student attitudes, behavior, and performance. Evaluations may be based on performance or quality of a product produced, whichever is more applicable. Suggested instruments include written or oral tests, questionnaires, or variations of checklists.

PRESCRIPTION

Results of student assessments will be compiled and reviewed by a multidisciplinary team consisting of a combination of the student's instructors (including vocational), school administrators, medical and health personnel, guidance counselors, parents, and the student (where appropriate). The vocational instructor will report observations of the student's work behavior, vocational aptitudes, interest, and potential as observed in that instructor's vocational classroom.

The team determines whether the student has special needs; if the student is identified as handicapped, an individualized education program (IEP) is developed for the student. The IEP includes:

- a statement of the student's present levels of educational performance;
- a statement of annual goals, including short-term instructional objectives;
- a statement of the specific special education and supportive services to be provided;
- the extent to which the student will be able to participate in regular education programs;
- projected dates for initiation of services and the anticipated duration of services;
- appropriate objective criteria and evaluation procedures; and
- schedules for determining, at least on an annual basis, whether the short-term instructional objectives are being achieved.

If the student is identified as disadvantaged, the student is also entitled to receive supportive services. Though IEPs are not required for disadvantaged students, their use, or the use of a similar prescription, is recommended.

The vocational instructor participates in the development of long- and short-term instructional objectives for the student in that instructor's vocational course, and assists the multidisciplinary team in determining what supportive services are required for the student to succeed in that classroom.

Students receiving supportive services must be reevaluated on a regular basis during the school year to determine whether the student continues to need supportive services in a particular class. The vocational instructor must periodically evaluate the student's progress on short-term instructional objectives in that vocational classroom to determine how the student is proceeding and whether supportive services are no longer required or need to be revised. If at any point during the school year it is documented that the student can succeed in that class without the assistance of supportive services, despite a handicap or disadvantage, the student is no longer considered to have special needs in that class and is no longer provided supportive services in that class.

A student may, therefore, be identified as having special needs in only certain classes and not in others, and may only remain identified as such until the student no longer requires supportive services to succeed in a regular program despite the handicap or disadvantage.

COORDINATION OF SERVICES

The success of an IEP or prescription and its vocational component weighs heavily on the coordination of all the in-school and outside services involved in the student's education. Students' special needs must be met through the coordinated efforts of vocational education, special education, and vocational rehabilitation, and federal, state, and private organizations wherever possible.

The vocational instructor has a critical role in preparing a special needs student for employment, but cannot best serve the individual student without the assistance of and coordination with other in- and out-of-school persons, each of whom provides an essential element in the student's total vocational education. Since each of these individuals is striving for the same goal--that of helping the special needs student succeed in a regular vocational classroom--coordination among them is essential to maximize the student's overall success. For example, the vocational instructor coordinates with the reading specialist so that the student improves reading skills using written materials from the vocational classroom. The special education instructor obtains information from the vocational instructor so that the student is tutored on mathematics skills needed in the vocational classroom. Just as the IEP is developed as a team effort, it must be implemented in the same manner.

PROCEDURES FOR DELIVERING

SUPPORTIVE SERVICES

SECTION II

Instructional Supportive Services and the Role of the Vocational Instructor

In order to give students identified as having special needs the opportunity to succeed in a vocational course, instructional supportive services, provided both in and out of the regular vocational classroom, may be required and will be specified in the students' IEP or prescription. Remedial support can be provided through specialized instruction from a variety of personnel, as well as through the use of modified materials, facilities, and equipment.

Both the special needs student and the vocational instructor can benefit from instructional supportive services. Support personnel can provide support directly to the student, as well as prepare and assist the instructor in meeting the student's special needs.

IN-CLASS INSTRUCTIONAL SUPPORTIVE SERVICES

Students can receive a variety of supportive services without leaving the vocational classroom or laboratory. Supportive services may come directly from the vocational instructor, through the use of special or modified materials, equipment, and facilities, and from special support personnel who come into the classroom to work with the student.

Special needs students may have deficiencies which keep them from succeeding in the regular classroom and deny them the ability to keep up with the rest of the class. Their weaknesses can be in reading, mathematics, and related academic skills, or they can result from a poor information base, mobility problems, or any of the many types of specific handicaps. Behavioral or emotional problems can also interfere with a student's attempt to learn in the classroom setting. In many cases vocational instructors can call upon school personnel for help, or on their own can modify the existing learning environment, the materials, equipment, or facilities.

PERSONNEL SERVICES

Many school personnel and students, as well as people outside the public school system, have specific competencies to assist special needs students and their vocational instructors within the vocational classroom. This assistance can take the form of additional supervision, instruction, remediation, and evaluation.

In-class support personnel, including tutors and additional instructional staff, must possess specific competencies, including:

Professional Competencies Required

- understanding and ability to work with the individual student with regard to the student's capabilities as well as the student's limitations or special needs.
- adequate knowledge of specific content areas in which the student needs remediation or hands-on instruction.

Following are four recommended types of in-class support personnel.

Support Teachers:

Support Functions

- provide additional supervision, instruction, remediation, hands-on experience, and evaluation within a single classroom or across classrooms.
- provide special assistance to students during class, lab, or during other available time.

Suggested Personnel

- certified vocational instructors
- special education staff

Tutors:

Support Functions

- provide additional supervision, instruction, remediation, hands-on experience, and evaluation.
- assist students during regularly scheduled class or lab time, before or after the program's time block, or during the students' free time.
- serve as readers, interpreters, etc.

Suggested Personnel

- vocational instructors
- vocational special needs tutors
- special services/education staff

- remedial reading teachers
- academic teachers
- resource room specialists
- outside/community volunteers
- vocational youth organizations
- teacher aides
- trade advisory committee members
- retired teachers
- senior citizens
- student teachers (vocational, special education, academic areas)
- Comprehensive Employment Training Act (CETA) employees
- vocational students

Lab Assistants:

Support Functions

- take responsibility for routine lab maintenance and provide instructor-release time.
- provide one-to-one or small-group instruction with specific course material.
- work during regular class or shop hours, by special arrangement, or before or after school hours.

Suggested Personnel

- teacher aides
- CETA employees
- vocational students

Student Aides:

Support Functions

- aid student in mobility functions.
- assist in communication functions.
- assist during regularly scheduled class and lab times.

Suggested Personnel

- work-study students
- students on independent course contracts
- vocational students

INSTRUCTIONAL MODIFICATIONS

The ability of handicapped and disadvantaged students to succeed in the vocational program and to attain the annual goals and specific objectives as defined by the IEP or the prescription may be restricted by inappropriate vocational program components. Selections of course objectives may be made and modifications may be made in evaluation strategies, curriculum materials, teaching methods, and equipment and facilities in order to accommodate the student's special needs and, therefore, to provide the student with the best possible opportunity to experience success. The vocational instructor can and should utilize school personnel to act as a cooperative resource group to help make these instructional modifications.

Selection of Course Objectives

The development of the individualized education program (IEP) (or individual prescription for disadvantaged students) includes the prescription of long-range annual goals selected as part of the individualized, competency-based program of instruction for the special needs student. It is the responsibility of the vocational instructor to establish the short-term, daily and weekly instructional objectives for the student. It is important for the vocational instructor to recognize that competency-based instruction is designed to meet individual needs. In selecting course objectives and developing daily objectives, the following considerations may be helpful:

Considerations in Selecting Course Objectives

- For disadvantaged students: The vocational instructor selects, on an individual basis, course objectives which provide realistic, obtainable student competencies.

- For handicapped students: The IEP specifies the course objectives.

Also, in selecting course objectives or developing daily objectives the instructor may wish to:

- Consider and also ask the student these questions:

  -- What competencies does the student feel capable of obtaining?

-- What competencies are required of the skill area being taught?
-- What competencies can the student feel capable of mastering in the skill area?

- Discuss with the individual student the competencies to be mastered by the student during the course.

Teaching Strategies and Evaluation Procedures

The teaching and evaluation strategies employed by the vocational instructor should be appropriate to the student's special learning needs, the subject area, and the goal of student attainment of competencies or skills. When selecting appropriate teaching and evaluation strategies, the vocational instructor must remember that group-centered instruction does not work with equal efficiency for all students, that some students learn faster by watching and doing than by reading or listening, and that special needs students should have the opportunity to attain competencies at their own rate. In addition, strategies for ongoing evaluation should enable the special needs student to perform to the best of the student's ability despite a handicap or disadvantage.

The evaluation process is based on pre-established standards of attainment, or competency levels, and not by comparisons with the performance of other students. Competencies should be evaluated at pre-determined intervals.

Below is a list of traditional and non-traditional methods of teaching and evaluation which can be effective for special needs students. It should be recognized, however, that these strategies have been selected as instruments to make the vocational instructor's teaching easier and more effective for special needs students, and do not create any more work than strategies used with non-special needs students. Recommended teaching strategies for special needs students include:

Recommended Teaching Strategies

- step-by-step sequenced instruction
- field trips
- changes in educational media
- games
- role-playing
- individual projects
- small group projects
- assembly production
- audiovisual materials

- visits by resource people, experts, tradesmen, craftsmen
- change in personnel for lectures and demonstrations
- teaching aides
- self-paced individualized program materials
- community projects
- live work
- practice work
- cooperative education or work-study
- peer instruction

Recommended evaluation techniques for special needs students include:

Recommended Evaluation Techniques

- performance tests
- work samples
- live work
- self-paced, programmed material
- oral quizzes
- evaluation by personnel other than the course instructor

Curriculum Materials

Curriculum materials for vocational courses often include commercial texts and workbooks that unfairly challenge slow or non-readers and students with poor academic skills or low information bases. Recently, commercial sources of materials designed specifically for academically deficient or reading-handicapped students have greatly increased. Materials include texts, booklets, games, and audiovisual materials ranging from specific topics to complete, packaged curricula. Existing curriculum materials or materials being considered for purchase must be evaluated to determine their appropriateness to each individual student's special needs, and selected or modified as required. Curriculum and other instructional materials are available in school resource centers or through the State's materials resource center: Cedar Lakes Curriculum Laboratory.

Recommended Curriculum Materials

- The reading level of written materials (course text, workbook, etc.) can be assessed by using commercially available worksheets (see Appendix).
- Materials must be checked to eliminate sex role stereotyping.

- Audiovisual materials can supplement or substitute for the course text.

- The text can be "edited" to minimize the amount of reading and to stress the major topics.

- Job sheets, information sheets, blueprints, and sample materials can substitute for text assignments.

- Written materials can be modified through the use of enlarged-type texts, vocabulary lists, simplified language, subject outlines, flash cards, and games.

Technological Aids, Equipment and Facilities

When not appropriate for special needs students, equipment can be adapted to enable special needs students to function successfully in the lab setting. The vocational instructor has several concerns when planning to use the classroom and particularly the lab setting for teaching competencies. Many technological aids and devices have been developed and are available to facilitate the performance of vocational activities by handicapped individuals. These aids and devices range from simple, homemade implements to sophisticated, expensive commercial products. Examples are provided at the end of this section.

In terms of accidents involving equipment, there is no evidence to support the contention that special needs students are more accident-prone than other students. With the exception of special modifications for physically handicapped, visually impaired, or hearing impaired learners, the lab teacher need only follow the same safety program of conscientious laboratory maintenance, proper instruction, and careful supervision normally conducted in the classroom. Safety considerations should not inhibit the access of special needs students to trade skill areas.

The lab setting must be approached as a learning environment, and the facility and its equipment can be modified as can any other teaching device. Alterations or special acquisitions made for a special needs student may upgrade the learning environment for many students. Examples of modifications and technological aids and devices include:

Recommended Modifications and Technological Aids and Devices

- Paint color codes for safety on floors, walls, and equipment.
- Post large charts of operating procedures near individual pieces of equipment.
- Mark exits, dangerous materials, fire extinguishers, and other hazards with appropriate signs.
- Provide lavatories and locker rooms for both men and women.
- Add warning lights or bells where appropriate to facilities and equipment.
- Adapt height or width of tables, desks, or other equipment.
- Modify controls on equipment (e.g., switches on machines) for physically handicapped students.
- Provide a mouthstick (for a student who is quadriplegic) to operate an electronic calculator or to turn the pages of a book.
- Place a template over the typewriter keyboard to help a student with impaired coordination to avoid depressing the wrong keys.
- Attach a wooden or plastic armrest to the front of a typewriter to support the hands of a typist with muscular weakness.
- Secure the OPTACON instrument which enables a person who is blind to read regular print. Tiny electronically activated bristles form the shape of the letter or number. The reader receives the message by placing the index finger over the bristles. One of the vocations in which the OPTACON is being used by blind persons is computer programming.
- Provide an electric skillet with temperature readings in braille for blind students in homemaking courses.

- For a student who is unable to reach far enough to place the paper in a typewriter, install a lazy susan under the typewriter. The student can then rotate the typewriter and insert the paper from the back.

- Modify a hand tool for a student with an artificial arm by welding a bolt to the tool. The tool can then be attached to the artificial arm.

- Provide swivel-mounted magnifying glasses with lights for visually impaired students in radio-television repair work.

- Provide a talking calculator for blind students which handles all four basic functions, plus floating constant, movable decimal, and roots and percentages.

Programming

Since the special needs student has the right to complete a vocational program, the traditional closed entrance-exit schedule may have to be modified. Likewise, in competency-based instruction the stress is on the attainment of identified competencies, not the time required to master those skills. In short, the vocational instructor and support staff may need to provide additional, intensive teaching time in order to help the student attain the goals determined by the IEP or prescription. Following are three recommended programming modifications:

Time:

Recommended Modifications

- The special needs student may need extended time in a specific course--for example:

  1) by the addition of another semester's or year's enrollment in the same course, or
  2) by attending concurrently two different sections of the same course for the standard enrollment time.

- Support staff could supervise the student in addition to the regular class/lab schedule (see "In-Class Instructional Supportive Services").

- The special needs student could be hired during after-class hours as a lab aide, fulfilling regular duties and reinforcing the student's classroom/lab learning experience (work-study, janitorial, lab aide, CETA position).

Schedule:

Recommended Modifications

- Open entrance/exit from vocational courses based upon student progress.
- Extension of the school day into afternoons, evenings, weekends, and summers (adult education, CETA training, special projects).

Teacher-to-Pupil Ratio:

Recommended Modifications

- Use a second certified teacher within the classroom.
- Use tutors, aides, or support staff to split control of the class and upgrade teacher effectiveness (see "Personnel Services" section).
- Contract itinerant and consultant services to provide improved teacher-to-pupil ratio.
- Plan teaching strategies to incorporate small-group instruction.
- Hire a work-study student to tutor the special needs student on a temporary basis.
- Grant half-day release to vocational staff, lab assistant, or tutor to assist the student on a regular basis.

In any given attempt to support a special needs student, one or more individuals may serve as resource persons. The competencies needed by this group include:

Competencies Required

- the knowledge that most special needs students can be trained to have productive roles in society and can perform in school and on the job as well as students without special needs.

- a general understanding of the special problems encountered by handicapped and disadvantaged students and a positive attitude toward working with these students.

- a working knowledge of specific handicaps and disadvantages and how they may affect a student's ability to succeed in the vocational classroom aids in determining what modifications within the regular program must be made to compensate for a student's disability.

- the ability to create appropriate modifications by restructuring materials, facilities, equipment, teaching strategies, schedules, and traditional, large-group instruction.

- a commitment from staff to pool individual competencies, identify special problems, and design a learning program that offers the individual special needs student the opportunity to succeed in a regular vocational program.

Persons who may possess one or more of the above competencies include:

Suggested Persons for Making Appropriate Instructional Modifications

- course instructor
- department chairperson
- lab assistant
- vocational-special needs personnel
- instructional resource center staff
- library staff
- curriculum specialist
- tutor/aide
- students
- learning specialists
- vocational guidance counselor
- volunteers
- vocational rehabilitation staff
- private agencies' staff

- college/university staff
- state department vocational staff

(See the Appendix for suggested sources on making instructional modifications.)

OUT-OF-CLASS INSTRUCTIONAL SUPPORTIVE SERVICES

In many cases, special needs students may require supportive services that are best provided in a learning situation outside the vocational classroom and administered by special support personnel. A number of remediation services are available to upgrade the skills of special needs students so that they may have an equal opportunity to acquire vocational competencies. Problem areas include (1) speech and language, (2) reading, (3) related academic work, and (4) specific physical handicaps.

PERSONNEL SERVICES

Personnel trained in specific areas are available outside the classroom to work with students to remediate specific learning problems.

Speech and Language

Students with speech and language problems must be given appropriate assistance to help them communicate adequately in vocational classes and on the job. This service should be initiated by the speech and language specialists with follow-up remediation by various support personnel.

Professional Competencies

- The ability to help students compensate for specific speech/language problems and to emphasize communication in vocational and work settings.

Suggested Personnel

- speech pathologists and therapists
- audiologists
- vocational resource staff

- vocational special needs staff
- regular academic/special education staff
- peer tutors
- parents
- volunteers
- senior citizens
- selected special aides
- English-as-a-second-language tutors

Related Academics

Special needs students must be provided with appropriate related academic support in order to succeed in their vocational courses. A lack of skills in mathematics and English or an inadequate information base will handicap many students and undermine their efforts to gain competencies in the vocational classroom.

Professional Competencies

- The ability to work with the vocational instructor and to relate academic material to vocational coursework.

Suggested Personnel

- academic resource/special education staff
- vocational resource room staff
- vocational special needs staff
- academic staff
- peer tutors
- parents
- volunteers
- selected special aides

Reading

Perhaps the most common academic weakness is reading. Special needs students must be provided with the necessary instruction to develop adequate reading skills to enable them to succeed in their vocational programs.

Professional Competencies

- The ability to diagnose reading levels, plan and administer remedial programs, and help vocational instructors modify their instructional materials and tests.

Suggested Personnel

- regular English course instructors
- special English course instructors (Practical English, Business English, etc.)
- remedial reading staff
- learning disabilities staff
- vocational special needs tutors
- special reading project staff
- instructional resource center staff
- parents
- volunteers
- student tutors

Physical and Behavioral Handicaps

Supportive services are provided for special needs students with physical or behavioral handicaps to enable these students to participate in regular vocational programs.

Professional Competencies

- The ability to diagnose and prescribe for each handicapping condition.

Suggested Personnel

- school doctor
- school psychologist/psychiatrist
- school nurse
- occupational therapist
- physical therapist
- audiologist
- deaf interpreter
- one-on-one tutorial aide

Supportive services outside the vocational classroom require some additional materials, equipment, and facilities, and may include:

Materials, Equipment, Facilities

- appropriate office space
- reading laboratory
- instructional resource center
- appropriate/modified instructional materials

INSTRUCTIONAL RESOURCE CENTER

In many vocational centers and comprehensive high schools, instructional resource centers have been created as additional resources for providing related services necessary for special needs vocational students to participate in regular programs. A resource center provides individualized instruction when the classroom instructor cannot.

If remediation of a specific problem is taking too much of an instructor's time in the classroom, or if the problem is not being solved in the classroom, students can be referred to a resource center for individualized instruction for a specific skill problem related to one or more specific course objectives. Other outside assistance for the student in mathematics, reading, and writing as they pertain to a specific vocational area should first be sought. The vocational instructor should learn and understand how the resource center's services relate to the IEP. If a special needs student is sent to the center for assistance, it is with specific input about the problem and guidance from the vocational instructor to resource center personnel. Thus, resource center staff focus directly on a well-identified and specific learning problem or deficiency.

Students can use the center as a substitute for vocational classroom and lab time; they can attend the center for a portion of that regularly scheduled time; or students can use the center to replace study or free school time. The intent is to increase student motivation and learning and to lower chances of becoming a dropout.

Generally, special needs students are pre-screened and scheduled into the center by the vocational instructor. Other referral sources include vocational guidance counselors, pre-vocational instructors, and special education staff. For special needs students with an IEP or a prescription, their plan may list the resource center as a supportive service, define the student's deficiencies, and provide specific written instructions regarding the center's remedial role.

Students work independently or with the resource center staff, using all types of media. The individual student's progress is monitored and evaluated until the deficiency has been remediated to the extent possible. Some students will use the center's help on a short-term, one-shot basis; others will return a number of times; still others may require continuous support.

The instructional resource center, depending upon its staff, budget, and allotted space and equipment, can serve many different functions--all aimed at supporting individual students and upgrading the overall quality of the vocational program:

Functions

- vocational library for special needs students and related staff
- center for vocational special needs resources--materials, testing, tutoring
- programmed materials center
- preparatory instruction for vocational classes
- remedial learning center for academic skills
- curriculum materials development center
- integral part-time classroom for individualized vocational courses
- job/career exploration center
- vocational program exploration center for pre-vocational students
- guidance/placement office library

The physical components of resource centers range from a modest room with minimal equipment to complex, library-size layouts with a number of audio-visual-equipped carrels.

Materials, Equipment, Facilities

- The facility must have adequate room to accommodate several study carrels, an audiovisual unit, tables, chairs, and storage shelves.
- A library of appropriate written and audiovisual materials can be collected either through the purchase of commercial products (see Appendix) or through teacher-made materials.

The success of a resource center depends upon the ability of administrators, vocational instructors, special education personnel, and the center staff itself to work together to create an individualized program of supportive services for each student.

Professional Competencies

<u>Of the vocational instructor:</u>

- Identify students with special needs and be able to initiate the referral process.
- Understand the function of the instructional resource center in providing supportive services in relation to the IEP or prescription.

- Understand the role of the vocational instructor in relation to the use of the instructional resource center.
- Possess the ability to work with other professionals in conjunction with services provided by the instructional resource center.

Of the instructional resource center staff:

- Diagnose specific deficiencies and design academic prescriptions.
- Have knowledge of mathematics, reading, and writing skills and the ability to tutor in those areas.
- Evaluate student progress and modify learning activities and instructional materials, including audiovisual programs, to foster student success.

Suggested Personnel

- instructional resource center staff
- vocational special needs staff
- curriculum specialist
- vocational staff on released time
- adult basic education instructor
- media specialist

OUT-OF-SCHOOL INSTRUCTIONAL SUPPORTIVE SERVICES

Many instructional supportive services outside the public school system are available to special needs students who may not be adequately supported within the regular school program. Some of these services may be available at no excess cost or at no cost to the school system. A list of some agencies outside the school system is included in the Appendix. All of these agencies have been used by vocational instructors in West Virginia, although not every agency is available in every county. This list can only provide a general survey; each city and county contains a wide variety of public, private, and non-profit agencies which provide supportive services to special needs students. Some examples of the types of supportive services provided include:

Types of Outside Supportive Services

- on-the-job training (OJT)
- youth employment programs
- apprenticeships
- vocational rehabilitation agencies
- sheltered workshops and work-activity centers

EXCESS COST ACTIVITIES

The following may qualify as excess cost activities and be eligible for special funds as discussed in the Excess Cost section of these Guidelines. This list is not inclusive and is intended merely to suggest those types of activities which may be designated as excess cost activities. See Section VI for more details and application procedures.

Possible Excess Costs

- additional special supportive personnel as required
- additional staff to reduce teacher-pupil ratio for instructional purposes
- additional personnel required to consult with instructors or be responsible for modifications in materials or scheduling
- purchase costs of special materials, equipment, and facilities
- costs of modifications to equipment and facilities

SECTION III

Guidance and Counseling Services and the Role of the Vocational Instructor

The purpose of this section is to identify the various types of guidance and counseling services which are available to special needs vocational students.

Of all school personnel, instructors have traditionally been "closest" to students, and vocational instructors, especially, have tended to develop a particularly close rapport with their students due to the expanded hourly contact, the hands-on teaching methods, and the sense of cooperation in a working lab. The vocational instructor, then, has a good opportunity to help special needs students help themselves and is often the first to spot a problem which requires counseling.

Guidance and counseling provides a variety of services to all students, particularly those with special needs. Some problems can be adequately handled within the classroom by the vocational instructor; others require referral by the instructor to a counselor. Many problems of special needs students require specialized knowledge and counseling skills. The instructor is, thus, essentially only one member of a guidance and counseling team. In general, guidance and counseling help the student:

Guidance, Counseling Functions

- develop the ability to make decisions.
- understand and accept self.
- improve interpersonal relationships.
- with own special needs.
- develop appropriate behaviors for school and job and become familiar with both environments.
- learn about different career areas.

The role of the vocational instructor in the guidance and counseling function is to identify problems and discern which of those problems can be handled in class and which require the attention of specialized guidance and counseling personnel. The vocational instructor should recognize that some types of problems should automatically be sent for professional help as in-class assistance could aggravate the problem rather than help.

The problem should be directed to the school's guidance counselor, school principal, or other appropriate personnel in accordance with the procedures of the county. It is not necessary for the instructor to be able to identify specifically which individuals are competent or qualified to help a student with a particular problem, but the instructor should be able to recognize that such individuals do exist and requests for specific assistance should be made without delay.

Instructor Responsibility

- The vocational instructor should have a knowledge of individuals and organizations providing additional supportive services, and should work continually with guidance and counseling staff to recognize problems that should be referred to the appropriate specialists.

CAREER AWARENESS/PRE-VOCATIONAL COUNSELING AND EXPLORATION

Before many special needs students enter a secondary vocational program, they may undergo a combination of pre-vocational counseling/exploration and career awareness activities. The vocational instructor should be aware of these activities, as problems that arise after the student is enrolled in a vocational program may indicate that further career awareness counseling is needed. The vocational instructor may sometimes have to continue providing these career awareness activities if a student is exhibiting difficulties in a particular vocational area.

Pre-vocational counseling and exploration is a process designed to help students understand their own abilities and determine which occupational areas are most suitable. Such counseling and exploration generally occur in the ninth or tenth grade, before the student enters a secondary vocational program. Special activities can be provided for special needs students to better prepare them for what they may face in the world of work. Such activities can include:

Recommended Pre-Vocational Activities for Special Needs Students

- special or more in-depth counseling depending on the student's particular needs.
- films on career awareness for the handicapped, to help such students see that they can succeed.
- development of independent living skills.
- hands-on activities teaching discrimination (e.g., size and color), organization, utilization of resources, sequencing.
- extended time in any particular pre-vocational activity.

Some pre-vocational counseling involves components geared toward immediate vocational exploration activities. These include:

Pre-Vocational Counseling and Exploration Components

- a review of vocational evaluation results of the special needs student's basic skills.
- a discussion of the scope of job opportunities and occupational areas with the student regarding the special needs student's particular suitability.
- assisting the special needs student to select appropriate vocational coursework based on the above.

Career awareness activities help students to explore career areas and establish their own realistic career interests, either before entering programs or while enrolled. Pre-vocational programs offer career exploration activities in a wide variety of occupational clusters. If a student has difficulty with a particular vocational area, even if modifications have been made to accommodate the student's special needs, a reevaluation of the student's capabilities and disabilities should be considered and a more suitable occupational field may be explored through hands-on experiences. Pre-vocational explorations are an excellent way for special needs students to get hands-on experience in a vocational field.

A special effort should be made to help special needs students identify occupations where they have potential. The vocational instructor should be alert to concerns of the handicapped and make special efforts to show that student others with similar problems who are working and working successfully. Special needs students need to see themselves in the role of a special needs worker, not just any worker.

There are many activities for special needs students which can aid in identifying occupations in which they may have some potential. Field trips to local businesses and industries which employ special needs people provide an opportunity for students to view such people on the job--for example, physically handicapped people performing a variety of work tasks. Films and filmstrips shown in the classroom may also provide an opportunity to view handicapped people in work situations. It may be possible to set up school career days so that students may shadow workers to learn about their jobs. Outside resource people from business and industry may be invited to the school to give presentations and demonstrations. Individualized career awareness programs may be provided by instructional resource centers, curriculum centers, school libraries, and guidance libraries. Group counseling may be employed to help students learn about their own capabilities and limitations.

Qualified personnel must possess specific competencies and knowledge to adequately conduct career awareness activities. Specifically:

Professional Competencies Required

- knowledge of demands of different occupational areas.
- ability to help students recognize their own capabilities, limitations, and interests through exercises, discussions, and experiences.
- ability to organize and operate group career awareness sessions.

Such personnel include:

Suggested Personnel

- vocational guidance counselors
- vocational rehabilitation staff
- school counselors
- instructional resource center staff
- career education staff
- librarians
- cooperative education personnel
- work-study personnel
- vocational instructors
- pre-vocational (industrial arts, business and office, home economics) instructors
- community resource personnel

Within the vocational classroom, career awareness is a critical element. Although the student should have received pre-vocational counseling services prior to enrollment in a secondary vocational program, the vocational instructor is often in the best position to help students understand their own disabilities and limitations and to aid students in determining more realistic occupational goals. Starting with the information collected during the IEP/prescription process and the vocational course objectives, the instructor can review the student's attainment of basic job skills as they are evaluated in class on an ongoing basis. By comparing a job task analysis and the student's competencies, the vocational teacher can:

Vocational Instructor's Functions

- make recommendations to the multidisciplinary team if the instructor sees a problem.
- help the student see own potential for success.

- provide the student with a positive vocational experience and design challenges appropriate to the student's potential.

- help students continually explore career areas, which those students have chosen, to help them establish their own realistic career interests, either before enrollment in a vocational course or throughout its duration.

VOCATIONAL COUNSELING

The vocational counselor continues as a member of the counseling team even after a special needs student is engaged in a particular vocational course. The vocational instructor can provide needed in-class vocational counseling in many ways:

Vocational Instructor's Functions

- The vocational instructor helps the student, wherever possible, with personal or emotional situations resulting from peer interactions in the classroom.

- The vocational instructor reinforces the personal qualities looked for by employers--personal hygiene, punctuality, dependability, good work attitudes, the ability to work with others, and loyalty.

- Ongoing evaluations of job skills, academic achievement, and work attitudes provide the student with information and feedback on the student's strengths, weaknesses, and growth.

The student is eligible for professional counseling any time in the vocational program, however, and it is essential for the vocational instructor to recognize, as described earlier in this section, that such counseling should be made available at any time considered necessary. It is therefore important for individual instructors to recognize their own limitations in dealing with particular problems--ranging from career decision-making to psychological counseling to attempts to deal with family problems or disruptive classroom behavior--and direct concerns to the appropriate specialists.

Types of counseling available to special needs students through qualified professional counselors include the following:

Vocational Counseling Methods

- The student's problem may be assessed and a prescription developed to correct the problem.
- Crisis counseling can be done in groups or individually to help with immediate problems.
- Ongoing counseling can be used to maintain the student's behavior.
- The student can receive counseling on job survival skills.
- Job interview kits can be used to help the student develop skills to obtain a job.
- Videotapes can help the student rehearse interview techniques.

Many in- and out-of-school personnel possess specific professional competencies above and beyond those of the vocational instructor in handling specific social, emotional, and behavioral problems, as well as possessing an understanding of the special needs of handicapped and disadvantaged youth who are faced with the challenge of a vocational program and preparation for the world of work. Such competencies include:

Professional Competencies Required

- knowledge of the interview process, personnel offices, counseling and teaching skills in vocational education.
- the ability to handle and counsel special needs students on social, emotional, and behavioral problems.
- understanding the student's special needs, capabilities, and limitations, and demands of the classroom and job.
- the ability to recognize one's own counseling limitations and the need for further referral.

Personnel who may possess one or more of the competencies for vocational counseling include:

Suggested Personnel

- vocational or school guidance counselor
- special education personnel
- school psychologist
- community mental health personnel
- social worker
- vocational rehabilitation staff/consultant
- crisis counselor (hotline, community projects)
- ongoing group counselors both in and out of school
- cooperative education teacher to work on personal relations in the classroom

Specific facilities or materials may be required to conduct adequate vocational counseling, including:

Materials, Equipment, Facilities

- counseling office
- videotape equipment
- job interview kits

TEACHER/PARENT CONTACT

From the beginning of the IEP or prescription development process, parents' involvement in designing an educational program is more than encouraged--the law requires school officials to make every effort to have parents participate in IEP development. Cooperation and communication between the school and the family must occur to maximize the student's remedial experiences and to enlist family support. Family encouragement can help a special needs student succeed in the vocational classroom.

Suggested Methods of Teacher/Parent Contact

- written progress reports describing the student's program, competencies, and current achievements
- involving the family in supportive activities
- parent conferences involving various support staff to deal with new problems

- telephone calls to parents as needed
- involvement of parents in school functions and club activities (FFA, FBLA, etc.)
- visits to the family home by the teacher

EXCESS COST ACTIVITIES

The following may qualify as excess cost activities and be eligible for special funds as discussed in the Excess Cost section of these Guidelines. This list is not inclusive and is intended merely to suggest those types of activities which may be designated as excess cost activities. See Section VI for more details and application procedures.

Possible Excess Costs

- support staff for pre-vocational exploration, such as a second instructor, tutor, or aide
- specific materials directly related to pre-vocational exploration for special needs students (JEVS)

(Parent-instructor interaction activities are recommended but are not eligible to be designated as excess cost activities.)

SECTION IV

Identification of Job Opportunities, Job Placement, and Follow-Up Services and the Role of the Vocational Instructor

Special needs students face extra problems in the world of work not faced by students without special needs. Many employers have a negative attitude toward having such students working for them. Many are simply uneducated as to the competencies and potential of special needs students. In some instances, jobs suitable to a particular student's needs, interests, and capabilities simply do not exist. This situation requires a special effort from the student's vocational program to place that student in a job that is related to the competencies the student has attained in the classroom and, at the same time, to ensure that the employer is educated and prepared as well as possible to work with each special needs student. A specific job's requirements may dictate a modification of the student's IEP or prescription and revision of expected competencies. The challenge of matching student competencies with the skills defined by a job task analysis and seconded by a prospective employer must be dealt with in the vocational classroom.

Students must be placed according to their interests and abilities, regardless of whether the job areas selected have been traditionally sex stereotyped, racially or role biased. Job placement for special needs students often entails an informal job survey, employer counseling, and job development. Sometimes job placement is the responsibility of a specific individual within the school system--for example, a job placement coordinator. The vocational instructor plays an important role in this process. In most instances, the vocational instructor is the important link between the student's classroom experience and the job placement process. Assistance may be sought from the Department of Employment Security and other agencies.

IDENTIFICATION OF JOB OPPORTUNITIES

JOB SURVEY

Job survey is the process of obtaining information on the local community in an attempt to assess the attitude of the local job market toward employing persons with special needs; identify potential placements for special needs students; and identify worker competencies required on specific jobs, specific job demands, and other specific information that will have an impact on the method and content of instruction in the vocational classroom, as well as the types of course offerings made available in the school. At the same time that information is being gathered about the community, the community is being made aware of the

vocational program and the students it is producing. Although the job survey is a function of the school administrators, the vocational instructor plays a vital role in assisting in job survey responsibilities.

Many different types of information should be obtained about the community, and through a variety of instruments, including:

Recommended Job Survey Information

- data from previously conducted job surveys, often available from the school or through various community organizations.
- employer surveys to assess the state of employment of special needs students, employers' attitudes toward their hiring, and to identify specific information about jobs that will affect in-class instruction of a special needs student.
- questionnaires to special needs students and the community to determine needs and interests.
- information on the number and types of available jobs in the community.
- demographic surveys on the numbers of handicapped and other special needs persons living and working in the community.

Much of the information being sought is already available and can be obtained by visiting or calling a variety of sources, including:

Suggested Sources of Information

- related school staff
- local placement agencies
- local industry
- National Alliance of Businessmen, local advisory council, and apprenticeship committees
- work-study or cooperative education staff
- current students
- program graduates
- craft advisory committees
- industry training sessions
- State Department of Education
- State Department of Labor
- State Division of Vocational Rehabilitation
- State Occupational Information Coordinating Committee
- other governmental agencies
- the school's guidance or placement offices

Informational functions of the job survey include:

Suggested Informational Functions

- informing parents of special needs students, as well as the public, of the school's program; this can be done through newspapers, service clubs, vocational clubs, Junior Chamber of Commerce, National Alliance of Businessmen, and other organizations.
- sharing information with industry groups, local advisory committees, and the public.

The vocational instructor's role in the job survey for special needs students may include assisting in:

Suggested Vocational Instructor's Role

- identifying potential placements for special needs students.
- obtaining information on job competencies which special needs students possess or can accomplish and information on job demands which can be incorporated into classroom instruction.
- assessing local employer's attitudes toward employing persons with special needs.
- developing good public relations with potential employers to provide a positive view of special needs students.
- providing input to other personnel involved in the job survey process.

Among the many competencies essential in conducting a successful job survey are:

Professional Competencies Required

- ability to research and write public relations materials with the appropriate terminology and tone for dealing with persons with special needs.
- understanding of the privacy restrictions that persons with special needs are entitled to have.
- knowledge of information essential to appropriate job placements for special needs students.

- ability to obtain parental agreement for use of pictures, etc., of specific special needs students.
- ability to identify potential sources of information and to obtain needed information regarding the employment of special needs students.
- ability to be persuasive and informative to the public regarding specific issues and concerns on employment of special needs students.

Some personnel who might be appropriate for participating in the job survey effort include:

Suggested Personnel

- vocational instructor
- job placement coordinator
- work-study coordinator
- cooperative education personnel
- teacher coordinator
- vocational rehabilitation staff

JOB DEVELOPMENT

As mentioned in the introduction to this section, job opportunities specifically appropriate to individual special needs students do not always exist. Job development involves a combination of locating and/or creating work-experience or full-time job opportunities tailored to the individual student. Job development involves three essential components: (1) working with the potential employer to develop job specifications, (2) educating the employer toward working with the individual student, and (3) working with the student to prepare that student for the specific social demands and skills required for the job. If a newly opened industry was looking for two dozen forklift drivers, for example, vocational education staff could perform a task analysis of the job, develop a list of student competencies, and run a short training program at the job site itself.

The vocational instructor is an essential element in these steps. If the instructor is not directly involved in the "legwork" of locating specific job opportunities, then the instructor is the prime communication link between the individual responsible for that task and the potential employer.

The individual responsible for generating appropriate job opportunities for an individual special needs student must specifically:

Recommended Procedures to Generate Job Opportunities

- identify and contact potential employers for special needs students.
- define the specific skills, concepts, and social demands of the job.
- demonstrate to the employer how the special needs student can be an asset to the employer.
- work with the employer to make appropriate modifications for the individual special needs student.
- counsel the employer on specifics of a particular handicap in terms of dealing with it on the job.
- educate the employer about the specific student's competencies and capabilities within the skill area required for the job.
- participate in workshops for members of business and industry which demonstrate how special needs students can fit into specific jobs.
- obtain the support of local service organizations by showing how special needs students can function adequately in the work environment and be assets to any job situation.
- open lines of communication to handle situations before they become problems.

The vocational instructor can be involved in these tasks in several ways, including:

Vocational Instructor's Functions

- reviewing community and local business needs.
- being willing to offer instruction at decentralized sites with open entry/exit and flexible time frames.
- providing specific information about the student's handicap or disadvantage and competencies and capabilities as they relate to functioning on the job.

- incorporating feedback from the contact person into classroom instruction so that the student receives vocational training geared specifically to a job opportunity.
- helping the student develop interviewing techniques.
- helping the student make career or specific job choices.
- helping the student develop social behaviors required on the job.

Personnel engaged in job development may need to possess the following competencies:

Professional Competencies Required

- adequate verbal communication skills.
- ability to stress the positive attributes of the special needs student to employers.
- understanding of the student's capabilities and limitations.
- understanding of the basic job skills required for a particular position.

Individuals able to fulfill the job development responsibilities include:

Suggested Personnel

- job development coordinator
- vocational instructor
- job placement coordinator
- counselor
- work-study coordinator
- vocational rehabilitation staff

Materials and equipment which may be required for these tasks include:

Materials, Equipment

- telephone
- transportation
- job interview kit

JOB PLACEMENT

The actual task of placing a special needs student on a job is done by specially designated personnel in each school. The vocational instructor may at times, however, be responsible either for assisting in placing the student or for providing critical input into the process. The role of the vocational instructor in this job placement process could involve:

Suggested Vocational Instructor's Functions

- selecting the best potential opportunities to meet a particular student's interests and capabilities.
- arranging the initial interview with the employer and possibly going with the student to the interview.
- bringing the employer to school to meet the special needs student.
- consulting with the employer about the upcoming interview in terms of competencies the student possesses.
- preparing other classroom teachers to assist the student with needed job skills.
- facilitating the communication process between the employer and student by sitting in for support.
- enlisting the informal and formal support of school staff in identifying job opportunities.
- bringing private and public employment agencies into the placement process (i.e., CETA and youth employment programs, Department of Employment Security, Division of Vocational Rehabilitation, on-the-job training programs, industry-run training sessions, community and service organizations).
- helping to prepare resumes and letters of reference.
- helping the student to complete application forms whenever necessary.

- reviewing methods of effective interviewing.
- assisting the student in solving job-related transportation problems; for example, taking the student to job interviews, identifying good routes or means of transportation to the job location.
- instructing the student in job-search techniques, including reading want ads and applying to public and private employment agencies.

STUDENT FOLLOW-UP

Special needs students often require continued support and counseling to help them keep their jobs or find new ones. The vocational instructor may be asked to assist in:

Vocational Instructor's Functions

- monitoring a student's performance on the job.
- counseling both the new employee and the employer.
- maintaining positive employer relations.

The goal of job placement is to provide the student with a positive employment experience. If the student continues to fail on the job or to feel disappointed about the job situation, the vocational instructor or other support personnel must counsel the student. Special needs students must be made aware that they are not alone in failing on the job. Many non-special needs students also fail to experience success on the job. If retraining on the job or in the vocational classroom does not work, the instructor and other staff must help the student find a new job.

Information from follow-up surveys can also be used as feedback to the vocational program on its effectiveness in job preparation. Methods of maintaining observation of a student who has left the vocational program include:

Recommended Follow-Up Methods

- regularly scheduled on-site visits.
- student questionnaires.
- employer questionnaires.
- student interviews at school.

- ongoing "how to maintain a job" clinic or counseling (cooperative education, work-study).
- application of student/employer feedback regarding the vocational program's effectiveness in job preparation.

In order to effectively conduct student follow-up, personnel must possess:

Professional Competencies Required

- an understanding of the needs of both the employer and the special needs student and the ability to mutually satisfy those needs.
- knowledge of the special needs student's abilities and limitations and the demands of the job.
- adequate communication skills.

Qualified personnel include:

Suggested Personnel

- job placement coordinator
- vocational instructor
- work-study coordinator
- vocational counselor
- vocational rehabilitation staff
- teacher coordinator

SECTION V

Corrective and Other Supportive Services

Sections II, III, and IV of these Guidelines outlined supportive services that relate directly to maximizing a student's instruction within a regular vocational program and helping the student to obtain employment. Some problems encountered by special needs students, particularly physically related problems, may not be able to be met through these services and must be referred to other sources of support designed specifically to deal with them. Some of these sources of support may be found within the school, whereas others are found outside the school system. However, students with special needs are entitled by law to the services which these sources provide.

Public Law 94-142 outlines corrective supportive services which handicapped students in particular may receive. These services are generally covered under special education funds:

Corrective Supportive Services

- audiology
- early identification
- medical services
- occupational therapy
- physical therapy
- psychological services
- school health services
- social work services in schools
- speech pathology

Other supportive services specifically available under vocational education include:

Other Supportive Services

- transportation for students to attend:
  - -- vocational program outside school
  - -- day/residential school/sheltered workshop
  - -- vocational evaluation center
  - -- pre-vocational career awareness activities
- technological aids and devices
- stipends for students to continue or encourage education
- dependent child care

Numerous federal, state, and local organizations and agencies provide a variety of supportive services which are not applicable to be designated as excess cost

activities under vocational education, but which may be offered without cost to local schools. These services include:

Some Specific Outside Supportive Services

- vocational evaluation
- methods for working with physically handicapped people (especially the vision impaired)
- unique training methods in craft programs
- vocational assessment/evaluation
- methods for working with the physically, emotionally, and mentally handicapped
- work-experience programs
- sheltered workshop experiences
- methods for training severely handicapped children

Some sources of these and other services are listed in the Appendix.

The role of the vocational instructor is to identify students with special needs that require assistance from outside services and make appropriate contacts for referrals to ensure that the student receives needed services. As with all supportive services, vocational instructors must learn to recognize unusual situations within the classroom, what their limitations are in terms of handling these problems within the classroom, and what support options exist outside to help a particular problem. It is not the responsibility of the vocational instructor to make referrals directly to a particular service--e.g., to a hearing specialist. It is the instructor's responsibility, however, to know that such services do exist and recommend that the student might be in need of a particular service. Referrals of suspected problems (which may be identified according to the guidelines specified in Section I) should be referred to appropriate in-school personnel--i.e., school nurse, guidance counselor, health professional, or school administrator.

SECTION VI

Excess Costs

As described in the preface to this document, federal legislation (Public Law 94-482, The Vocational Education Amendments of 1976) makes funding provisions for supportive services for special needs students in regular vocational programs. Excess costs are those extra or additional funds expended for special needs students to enable these persons to participate in regular vocational education programs. Excess costs may take the form of the assignment of special personnel to the class, special program modifications, or the provision of special remedial instruction and counseling. For example, if, in a particular mainstreamed program, the cost of providing vocational training in electronics to the non-handicapped or non-disadvantaged student is $600, and the cost of providing supportive services in vocational training in electronics to the handicapped or disadvantaged student in the same class is $750, the State may use the combined federal funds and state and local funds to pay only the incremental cost of $150 for vocational training in electronics for the handicapped or disadvantaged student. The matching requirement, however, applies to the aggregate of all state and local funds expended for the excess costs of programs for the handicapped and disadvantaged. There is no separate matching requirement on a program-by-program basis. Costs paid for by other agencies may not be considered excess costs. Excess costs apply only to services provided to those students identified as handicapped or disadvantaged. Non-accessibility because of physical barriers in a building is not considered a cost for an individual student but for a group as a whole; barrier modifications therefore do not qualify as excess cost.

The supportive services identified in this document may qualify as excess cost activities and be eligible for additional funding. The list is not inclusive, and each application for funding will be considered individually.

Each local education agency (LEA) is allocated a yearly budget for the education of special needs students enrolled. Application for funding must be made by the LEA and the availability of additional or excess funding will depend in part on whether the LEA has spent the minimum funds designated for its special needs students. (Specific formulas for computing these amounts are identified in the federal regulations for Public Law 94-142.)

A sample "Application for Approval of a Vocational Education Curriculum--Special Project" is shown on the following page. Although vocational instructors are not responsible for filling out this form, the sample has been provided for general information. Specific procedures for grant application are described in Grant Guidelines for: Disadvantaged, Handicapped, Support Services for Women, Displaced Homemakers and Overcoming Sex Bias, State Department of Education, Bureau of Vocational, Technical and Adult Education, Charleston.

APPLICATION FOR APPROVAL OF A VOCATIONAL EDUCATION CURRICULUM
--SPECIAL PROJECT--

LEA FORM 11a

Local Educational Agency _____ Program Level _____ July 1, 19 ___ - June 30, 19 ___

TYPE PROGRAM ___ Disadvantaged, Cont ___ Handicapped, Cont ___ Adult Basic Educ ___ Other (Specify)
___ Disadvantaged, New ___ Handicapped, New ___ N E I T

Facility Name _____ Code _____ Project Number _____ Project Title _____ Student OE Code(s) _____

Account Number	EXPENDITURE ITEM	Project Funds	Foundation Program	Local Funds	Other Vocational Funds	Total	State Use Only
0213B	A INSTRUCTIONAL SERVICES Percent Time 1 Instructors						
0216B	2 Teacher Aides (Names)						
0250C	3 Equipment (a) Rental (specify)						
0720C	(b) Contracted Services - Repair of Equipment						
0740C	(c) Repair Other than Contracted Services						
1230C	(d) Purchase (attach LEA 9)						
0220B	4 Instructional Materials - Textbooks						
0230C	Instructional Materials - Audio-Visual Materials						
0240	Instructional Materials - Teaching Supplies						
0250B	5 Travel						
	6 Other Instructional (specify)						
0212B	B ANCILLARY SERVICES 1 Supervision and Coordination						
0214G	2 Guidance and Placement						
0215F	3 Secretarial						
0250B	4 Travel						
0810A	5 Fixed Charges (a) Teacher Retirement @ 6%						
0810B	(b) Social Security						
0820B01	(c) Workman's Compensation (Rate /$100)						
0820A02	(d) Public Employees' Insurance						
0820B02	(e) Unemployment Compensation						
0250C	6 Reports and Printing						
	C Other Related (Itemize on back of this form)						
XXXXXX	D DIRECT COSTS Sub Total						
0860A	E INDIRECT COSTS (Rate %)						
XXXXXX	F TOTAL COSTS Total of Lines C & D						

_____ _____
_____ _____
_____ _____
Chief LEA Administrator(s) Date

Amount Approved $ _____
Project Code _____
Revenue Code _____ _____ _____
_____ _____ _____
Assistant State Superintendent Date

STATE USE ONLY		
	Initial	Date
Program Supervisor		
Division Director		
Sup., Fiscal Control		
Grant Number		

Revised 9/78
WVDE 53-30-55

APPENDIX

NOTE: Costs incurred in obtaining any of the following documents may qualify for excess cost reimbursement.

ADDITIONAL INFORMATION ON MAINSTREAMING

Vocational Education of Handicapped Students--A Guide for Policy Development. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Guidance Counseling and Support Services for High School Students with Physical Disabilities. Technical Education Research Center, Cambridge, Massachusetts, 1977 (revised 1978).

SUGGESTED SOURCES ON INSTRUCTIONAL MODIFICATIONS

Instructional Development for Special Needs Learners: An Inservice Resource Guide. L. Allen Phelps. Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign, Urbana, Illinois. (Also for forms for evaluating materials.)

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. N. Alan Sheppard, D. Lanette Vaughn. Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, June 1977.

Vocational Education for Students with Special Needs--A Teacher's Handbook. Myra Altfest, ed. Department of Vocational Education, Colorado State University, Fort Collins, Colorado, June 1975.

Mainstreaming the Handicapped in Vocational Education (Revised 1978--Vocational Education: Teaching the Handicapped in Regular Classes). Behavioral Science and Technology Group, American Institutes for Research, Palo Alto, California, 1977.

Teaching Special Needs Students. L. Allen Phelps, Len Albright, eds. Reprinted from Industrial Education, May 1978.

Guidance Counseling and Support Services for High School Students with Physical Disabilities. Technical Education Research Center, Cambridge, Massachusetts, 1977 (revised 1978).

Access: The Guide to a Better Life for Disabled Americans. Lilly Bruck. Random House, Inc. (David Obst Books), New York, 1978.

A Survey of Medicine and Medical Practice for the Rehabilitation Counselor. Jean Spencer Felton, M.D. U.S. Department of Health, Education and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Washington, D.C., 1966 (reprinted 1969).

Medical Information for Human Services Workers. Kenneth W. Hylbert. Counselor Education Press, State College, Pennsylvania, 1976.

An Illustrated Handbook of the Handicapped Section of the North Carolina State Building Code. Ronald L. Mace. The North Carolina Building Code Council and the North Carolina Department of Insurance, Raleigh, North Carolina, 1974.

Functional Aids for the Multiple Handicapped. Isabel P. Robinault, ed. Harper & Row, Hagerstown, Maryland, 1973.

SUGGESTED SOURCES OF WRITTEN AND AUDIOVISUAL MATERIALS

Bibliography of Secondary Materials for Teaching Handicapped Students. President's Committee on Employment of the Handicapped, Washington, D.C. 20010.

Vocational Instructional Materials for Students with Special Needs, 1972. Vocational Instructional Materials for Teachers of Students with Special Needs, 1972. Northwest Regional Educational Laboratory, 700 Lindsay Building, 710 S.W. Second Avenue, Portland, Oregon 97204.

Vocational Education Resource Materials: Handicapped and Special Education, 1972. Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, Madison, Wisconsin 53706.

Cedar Lakes Curriculum Laboratory, West Virginia.

Individual Resource Centers at each school.

American Printing House for the Blind, 1938 Frankfort Avenue, Louisville, Kentucky 40206.

National Center on Media and Materials for the Education of the Handicapped, The Ohio State University, Columbus, Ohio 43210.

SAMPLE LISTING OF OUT-OF-SCHOOL SUPPORT AGENCIES

The following is a list of preliminary findings of National, State, Local, and School agencies providing services to persons with disabilities.

NATIONAL:

The Arthritis Foundation
National Easter Seal Society for Crippled Children and Adults
United Cerebral Palsy Association, Inc.
United Epilepsy Association
Rehabilitation Services Administration, Department of HEW
American Occupational Therapy Association
American Physical Therapy Association
Federation of the Handicapped
Institute of Physical Medicine and Rehabilitation
International Society for Rehabilitation of the Disabled
Muscular Dystrophy Association of America, Inc.
National Association of the Physically Handicapped, Inc.
National Committee for Careers in Vocational Rehabilitation
National Paraplegia Foundation
The National Safety Council
American Speech and Hearing Association
American Foundation for the Blind, Inc.
American Printing House for the Blind
American Coalition of Citizens with Disabilities
Better Hearing Institute

Blinded Veterans Association
Bureau of Community Health Services
Bureau of Education for the Handicapped
Clearinghouse on the Handicapped
Crippled Childrens Services
National Association of the Deaf
National Association of Concerned Veterans
National Council for Homemaker-Home Health Aid Services
Services for Crippled Children

STATE:

Division of Vocational Rehabilitation
West Virginia Awareness Counselor
Multiple Sclerosis Society
Schools for the Deaf and Blind
Bureau of Vocational, Technical, and Adult Education
United Cerebral Palsy
Lions Sight Conservation Foundation, Inc.
University Extension Service
Veterans Administration
Department of Welfare

COUNTY OR LOCAL:

Mental Health Center
District Office--Vocational Rehabilitation
Society for Crippled Children and Adults
Early Childhood Development Clinic
Parenting Education Resource Center
Adolescent Parent Program
Sheltered Workshops
Easter Seal Treatment Center
Awareness Center
Art Therapy--Local Hospital
Community Action Agency
Speech Pathology--Local Hospital
County Chapter--Arthritis Foundation
County Council for Exceptional Children
County Heart Branch
County Chapter American Cancer Society
County or District Epilepsy League
County Association for Retarded Citizens
County Diabetic Association
County Muscular Distrophy Association
Ostomy Society
Center on Alcoholism and Drug Abuse
Family Services
Meals on Wheels

Human Growth Foundation
Personal Care Home Association
Lung Association
Speech and Hearing Center
Crippled Children's Services
Curriculum Improvement Center
Head Start
Preschool Project for Parent Understanding of Student Handicaps
Allergy Rehabilitation Foundation
Career and Personal Counseling Center
Vocational Rehabilitation Center
Cerebral Palsy Clinic
Early Intervention Center
County Epilepsy Association
March of Dimes
County Multiple Sclerosis Society
County Human Problems Center
County Aging Program
County Nutrition Program for the Elderly
Salvation Army

SCHOOLS:

Special Programs Director
Speech Therapist
Behavior Disorders Personnel
Learning Disabilities Personnel
Homebound Program Teachers for Physically Handicapped
School Psychologist
Teachers of Mentally Retarded Students
Teachers of Gifted Students
Audiologist
Teachers of Hearing Impaired Students
Teachers of Visually Impaired Students